DOCUMENT RESUME

ED 164 461 SP 013 327

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TITLE Focus on Undergraduate Personal/Professional Preparation in Physical Education.
PUB DATE 78
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Admission Criteria; Course Organization; *Curriculum Design; *Field Experience Programs; Internship Programs; *Physical Education; *Preservice Education; *Student Evaluation; Teacher Attitudes; Teaching Methods

ABSTRACT

A program is described that features an integrated course sequence and a continuous field-based experience. It focuses intensively on the individual needs and growth of the prospective physical education teacher. The primary components of the program are interrelated and designed to ensure that relevant content appears concurrently and sequentially. The four major elements in the program are: (1) selective student admissions and retention; (2) individual assessment of students; (3) seminar and field experience; and (4) intensive theory courses in human kinetics and movement education. The strength of this program is considered to be the process emphasis and organization rather than presentation of distinctly different subject matter. This process attempts to facilitate the personal and professional growth of the students in addition to helping them acquire the technical skills of teaching. (JD)

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ED164461

Focus on Undergraduate Personal/Professional Preparation in Physical Education

Abstract

In the 1966-67 academic year, the Professional Physical Education faculty, College of Education, University of South Florida, rejected the idea that a series of discrete courses constitutes a professional preparation program. As a result the entire professional program was discarded. It was replaced by a program which featured an integrated course sequence, a continuous field based experience, and which focused intensively upon the individual needs and growth of the prospective teacher.

The program is a two-year, junior-senior level sequence designed to accommodate transfer students from the Florida Community College System. Four elements define the primary components of the professional program. All of the elements are interrelated and designed to ensure that relevant content appears concurrently and sequentially.

The elements are:

1. Student Selective Admissions and Retention
2. Individual Assessment
3. Seminar and Field Experience
4. Human Kinetics/Movement Education: Theory and Application/ Applied Human Kinetics

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Selective Admissions and Retention. Each spring all applicants to the program spend one full day on the University of South Florida campus. The applicants receive a complete orientation to the program, including a field trip to one of the elementary schools where junior physical education majors are teaching. During the day the applicants submit their Grade Point Average, complete two personal inventories, and are interviewed by two faculty members. These data are used in a formula which yields one weighted score. The highest scoring fifty students are admitted to the program.

Once a student is admitted, his/her progress is carefully monitored. Faculty meet regularly to identify those students who are not progressing well. Those students meet with the faculty to identify steps necessary to remediate the problems. Students who fail to progress are counseled out of the program.

Seminar and Field Experience/Internship. Seminar and Field Experience or Internship is a six-course sequence spanning the junior and senior years. This sequence integrates theory and practice by providing almost daily teaching experiences with students in public schools which are supported and enhanced by weekly seminars on campus.

The Seminar and Field Experience or Internship sequence is concerned with subject matter usually found in courses such as:

Student Teaching	Organization and Administration
Methods of Teaching	Curriculum
Tests and Measurements	Principles of Physical Education
History and Philosophy of Physical Education	

Human Kinetics/Movement Education: Theory and Application/ Applied Human Kinetics. These three elements comprise a sequence of courses that extend over the entire six quarters of the program. The major thrust of this learning sequence is to help the student develop an understanding of the scientific basis of human movement and the ability to apply this knowledge in teaching. The course sequence is designed to comply with the general program philosophy that the student should be provided with continuing opportunities to use theoretical concepts in realistic situations. Considerable emphasis is placed on designing and conducting appropriate movement experience for children in the areas of perceptual motor development, movement education, dance and related sports activities.

This sequence is concerned with the subject matter usually found in courses in:

Anatomy	Movement Education
Physiology	Rhythms and Dance
Physiology of Exercise	Methods of Teaching
Kinesiology	Physical Fitness Programming

Objectives

The Professional Physical Education Program prepares teachers so that they may create and provide developmentally meaningful movement experiences for students from kindergarten through the twelfth grade. The program also attempts to help teachers acquire new modes of behavior whereby they can function in a completely flexible and open manner and who recognize

that today's knowledge may not be appropriate for the solution of tomorrow's problems.

The strength of this program is predicated upon unique process emphasis and organization rather than upon a presentation of distinctly different subject matter. This process attempts to facilitate the personal/professional growth of the students in addition to helping them acquire the technical skills of teaching.

Case Study: Focus on Undergraduate Personal/Professional Preparation in Physical Education

A description of the undergraduate Professional Physical Education Program, College of Education, University of South Florida, Tampa, Florida

Submitted by Dr. Herman Weinberg, Department Chairperson in consultation with the faculty for consideration for the Distinguished Achievement Award of the American Association of Colleges for Teacher Education

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Focus on Undergraduate Personal/Professional Preparation in Physical Education

Introduction

During the 1966-67 academic year, the Professional Physical Education faculty, College of Education, University of South Florida, discarded its entire professional program. The faculty rejected the notion that a series of independent courses followed by a student-teaching experience constituted a "program" of professional training. Starting with the assumptions that the individual should be a major focus, that process is as important as content, and that information is best processed in its natural context, a new program was designed which featured an integrated course sequence and continuous field work/internship.

The decision to change programs was not easy. Discarding the narrow and piecemeal courses resulted in losing many student conveniences. Students would now be admitted just once each year and all must enroll in a set sequence of experiences. Out went the usual student-teaching program and public school teachers would now be asked to really become a part of the professional preparation team. In addition, out went "doing my own thing" behavior and in its place came faculty discussion and agreement on content and method for each program element. If students entering the program were indeed being asked to make a strong commitment of time and energy, then faculty too would need to make an even stronger commitment to undergraduate teacher education. The program was implemented in 1967 and has been refined each year.

Although the program is organic in nature, the major components include a selective admissions and retention procedure, a continuous two-year internship at both the elementary and secondary level, and an integrated study of the science of human movement and teaching essential to designing and conducting physical education programs.

Description and Development of the Program

The Professional Physical Education Program is a two-year, junior-senior level sequence designed to accommodate transfer students from the extensive Florida Community College System. Initially, three elements were defined as the primary components of the professional program. As enrollment began to grow faster than resources could be allocated, a fourth program element emerged. These elements are:

1. Student Selective Admissions and Retention
2. Individual Assessment
3. Seminar and Field Experience/Internship
4. Human Kinetics/Movement Education: Theory and Application/Applied Human Kinetics

The reader should recognize that while each program element can be viewed independently, all elements are interrelated. To assure that all elements are working harmoniously, the faculty team working with the same students meet periodically throughout the year. As a minimum, faculty meet prior to the starting of classes each fall, at least once each quarter, and at the end

of each year. This is a distinguishing feature of the faculty and allows not only close articulation of program elements, but also provides a flexibility to change course content should some need arise.

Student Selective Admissions and Retention. This was the last element to be developed (the process is still being researched and refined) but in many ways characterized the entire program. Selection and retention of students is a very personal matter and the program focuses on the teacher as a person.

Each September fifty students are admitted to the junior class. Students must apply by April 1 to be considered for the fall quarter. All applicants spend one full day on the University of South Florida campus participating in the selection procedure. During this day, applicants complete two personal inventories, submit their Grade Point Average, and participate in a small group discussion observed by two faculty members who then interview each applicant. These data are used in a formula that yields one weighted score used for admission purposes. The highest scoring fifty students who also meet all other University requirements are admitted to the program.

During the selection process (the same day the admission data are collected) a number of activities take place designed to assist the applicants in understanding the program. A videotape presentation is shown to all applicants describing the entire program. Following this presentation a faculty member is available to answer questions. Later, senior physical

education majors take the applicants on a field trip to near-by elementary schools to show the program in action. Junior level students are teaching at these schools. Finally, the applicants and seniors have lunch together and time to discuss the program. As a result of this orientation phase of the selective admissions process, each year some students decide not to enter the program. Many of the others become even more committed to the program.

Once a student is admitted, their progress is monitored carefully. In addition to individual course counseling, junior and senior level staff meetings are held each quarter. At these meetings faculty identify those students who are not progressing well. A student so identified meets with a faculty committee and together they develop steps to be followed to regain satisfactory status. If a student fails to remediate previously identified problems, they may be counseled out of the program or dismissed. While the selective admissions and retention process probably has not increased the number of outstanding teachers graduating from the program, the number of poor or mediocre teachers has decreased significantly. In fact, in the judgment of the faculty, only competent K-12 physical education teachers graduate.

Individual Assessment. Individual Assessment is seen as an important aspect of the physical education teacher preparation program. Individual Assessment constitutes a formal course only in one quarter of the professional program sequence.

However, assessment continues on a personal basis throughout the two-year program. The main emphasis is on student self-assessment, self-understanding, and personal program planning as related to becoming a physical educator.

A second emphasis is on the analysis and understanding of testing procedures, the use of testing instruments, the effectiveness of tests, and the evaluation process resulting from test information.

Assessment occurs within these general areas:

Professional values
Attitudes related to teaching
Motor ability
Physical fitness
Personal communication skills

As assessment occurs, the student evaluates the data, designs a personal profile and with faculty guidance, develops a functional program for personal development. The students revise their profiles and programs as periodic re-assessment data reflect growth and changes in personal needs.

Seminar and Field Experience/Internship. Seminar and Field Experience or Internship is a six-course sequence spanning the junior and senior years. This sequence integrates theory and practice by providing almost daily teaching experiences with students in public schools which are supported and enhanced by weekly seminars on campus.

Generally, students spend the three quarters of the junior year in the elementary schools and the two quarters of the senior year in the secondary schools. Some senior students

are given the opportunity to do an alternative practicum experience their last quarter. These experiences focus primarily upon children and include examination of physical, mental, social and emotional development of children related to teacher behavior. Students learn to develop unit and lesson plans, employ various methods of teaching, use motivational techniques, and teach humanistically.

The Seminar and Field Experience or Internship sequence is concerned with subject matter usually found in courses such as:

Student Teaching	Organization and Administration
Methods of Teaching	Curriculum
Test and Measurements	Principles of Physical Education
History and Philosophy of Physical Education	

Human Kinetics/Movement Education: Theory and Application/Applied Human Kinetics. Human Kinetics/Movement Education: Theory and Application/Applied Human Kinetics comprise a sequence of courses that extend over the entire two years of the program.

The major thrust of this learning sequence is to help the student develop an understanding of the scientific basis of human movement and the ability to apply this knowledge in teaching. The course sequence is designed to comply with the general program philosophy that the student should be provided with continuing opportunities to use theoretical concepts in realistic situations. The course arrangement allows for interrelating activity and scientific theory courses that are traditionally taught separately. Knowledges from anatomy, physiology, kinesiology, and motor learning are integrated and applied

directly to analyzing and teaching specific movement skills. Considerable emphasis is placed on designing and conducting appropriate movement experiences for children in the areas of perceptual motor development, movement education, dance and related sports activities. Another major focus in this area of study is the development of a scientific approach to solving problems in teaching, evaluating new teaching techniques, instruments and methods; as well as assessing the present practices in physical education in light of changing societal expectations.

This sequence is concerned with the subject matter usually found in courses in:

Anatomy
Physiology
Physiology of Exercise
Kinesiology
Movement Education
Rhythms and Dance
Methods of Teaching
Individual and Team Sports
Physical Fitness Programming

In addition to the primary program elements, students must earn credit in five additional professional courses. These include First Aid, Aquatics, Curriculum and Instruction, Psychological Foundations of Education, and Sociological Foundations of Education. There is a continuing effort to interrelate these courses with the primary program elements. Aquatics has become a part of Applied Human Kinetics and the seminar faculty has had input with the faculty of the other courses. Indeed, the faculty views the program as a continually developing sequence designed to utilize new information about teaching-learning, the students, and the changing contemporary society.

Objectives

The Professional Physical Education Program prepares teachers so that they may create and provide developmentally meaningful movement experiences for students from kindergarten through the twelfth grade. The program also attempts to help teachers acquire new modes of behavior whereby they can function in a completely flexible and open manner and who recognize that today's knowledge may not be appropriate for the solution of tomorrows's problems.

The strength of this program is predicated upon unique process emphasis and organization rather than upon a presentation of distinctly different subject matter. This process attempts to facilitate the personal/professional growth of the students in addition to helping them acquire the technical skills of teaching.

Personnel Involved

The professional physical education faculty has grown from three full-time people in 1966-67 to nine in 1978-79. There is no doubt that this program works so well because of the strength of the faculty. From the time the program was designed, until this day, recruitment of faculty has been based on the desire of professors to make a significant contribution to undergraduate teacher education.

The focus of the faculty is on teacher education. They are not only structurally but functionally a part of the College of Education. As members they engage in many scholarly

activities and assume professional College responsibilities. Many hold leadership positions in professional organizations, consult with school districts, and are involved in research. However, all of these activities support the teacher education commitment. The faculty are neither structurally or functionally involved with inter-collegiate, intramural sports or with the physical education service program at the University. These are functions of another faculty. Eight of the nine faculty have completed doctoral degrees, and one is enrolled in a doctoral program but is recognized nationally in her area of expertise.

Faculty recruitment has worked extremely well. To date, since 1966-67 when the program was designed, only one faculty member has left the faculty. Many of the faculty are actively recruited by other universities but all usually recognize that the philosophical approach and style of work in this program are not generally found in most others. The two-year field-based program with close student-faculty interaction yields observable behavioral changes that stimulate faculty to continue their efforts.

Budget

The only budget directly controlled by the program faculty is the expense budget. This is currently $2,600 and is used primarily for office supplies, telephone calls, and equipment to support instruction and for program management. Some funds are used for program travel.

Contribution to the Improvement of Teacher Education

The Professional Physical Education Program contributes in three significant ways to the improvement of teacher education. First, the focus on the personal as well as the professional development of students is a major contribution. Today, there is great emphasis on measureable knowledge and technical skills in teacher education. Yet, we know that the human dimensions of the teacher are equally as important as the technical skills in the ways they affect teacher behavior.

Secondly, this program is a model of integrated learning experiences. There are no narrow, piecemeal courses. The integrated learning sequences are task oriented and all sequences are interrelated. This approach eliminates program redundancy and provides reinforcing experiences for students.

Third, the selective admissions and retention process is working. This effort and the research associated with the process should contribute to the professionalization of colleges of education. This program dispells the notion that the college of education is the place of least resistance for a degree.

Each contribution is singularly important. However, in combination, the three primary contributions provide another unique model for teacher education.

Evaluation

Evaluation is an on-going process in the Professional Physical Education Program. Faculty and students formally evaluate each experience at the end of each quarter. Informal evaluation is even more frequent as students consult with individual faculty and the program director regarding their perceptions of the quality of program instruction.

Each year, total program evaluations are completed. This process generally takes place in the spring so that program revisions, if warranted, can be made the next fall. Public school teachers and supervisors are invited to participate in program evaluations. In some years, attempts are made via mail surveys to evaluate the program. Program graduates, principals, and physical education supervisors have participated in these studies.

Generally, evaluation results support the primary program elements. Better ways of implementation are suggested and have been incorporated. Most employers view the graduates as well prepared, enthusiastic, self-confident, committed to teaching, and student oriented.

CONCEPTS RELATING TO EDUCATIONAL EXPERIENCES IN THE PROGRAM

FOCUS ON	CHARACTERISTICS OF	TYPES OF LEARNING EXPERIENCES
Learner	Self-responsible	Self appraisal and learning experiences
	Self-directing	Involvement in planning individual goals and levels of personal performance
	Uniquely individual	Opportunity for learning experiences in a variety of sensory modalities
Learning Process	Experientally based	On campus study with simultaneous field experiences or learning laboratory experiences
	Views the total	Combined study in education foundations, electives from other disciplines and physical education experiences
	Differs for learners	Multi-media and applicable learning experiences
Role of Teaching	Guiding and Organizing	Student-teacher shared responsibility for learning
	Planning	Open interaction between faculty and students
	Supporting & Assessing	Student involvement in self-evaluation
Curriculum	Content	Is relevant to teaching physical education
	Integrative	Integration of knowledges from within a discipline and between disciplines
	Emerging	Program of study is directed by changing needs of students